DOCUMENT RESUME

ED 159 131 SP 012 434

AUTHOR Ching, Doris M.
TITLE The Honolulu District Inservice/Preservice Teacher Education Center.
PUB DATE 77
NOTE 25p.; For related document, see SP 012435

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Cooperative Planning; Curriculum Development; Field Experience Programs; *Inservice Teacher Education; *Interinstitutional Cooperation; Internship Programs; *Preservice Education; *School Community Cooperation; Student Experience; *Teacher Centers
IDENTIFIERS University of Hawaii

ABSTRACT

The major components of the Teacher Education Center Project at the University of Hawaii in Manoa are preservice, inservice, and community. The preservice component includes a team of nine interns who participate in a rigorous, field-based program designed to provide them with extensive experiences in the school, classroom, and community. Supervision and leadership are provided by a team leader. University courses are conducted on-site at an intermediate school by professors who field-test new educational designs and redesign courses to meet specific needs and interests of the school. The inservice component is administered by a coordinator who develops a program relevant to the needs and direction of the school. The program offers courses, workshops, and activities to teachers, interns, educational assistants, community personnel, and administrators. Community involvement is facilitated by a coordinator who assists in conducting school and community needs assessments, and in designing, developing, and implementing a program to meet the designed needs. The report on this project demonstrates: (1) procedures for developing an inservice/preservice teacher education center; (2) cooperative decision making of the university and the school in determining content procedures, and cost of the center; (3) development and improvement of teaching competencies of interns and experienced teachers; (4) feasibility of use of interns to provide released time for experienced teachers to engage in inservice activities; and (5) improvement of curriculum and development of instructional materials relevant to needs of the students in the schools. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159131

THE HONOLULU DISTRICT INSERVICE/PRESERVICE TEACHER EDUCATION CENTER

A Project of the
University of Hawaii/College of Education
and the
Hawaii State Department of Education/Honolulu District

Prepared by Doris M. Ching

November 23, 1977

SP012 434

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Doris M. Ching
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

PART I. OVERVIEW

The Honolulu District Inservice/Preservice Teacher Education Center, a project of the College of Education/Division of Field Services of the University of Hawaii and Jarrett Intermediate School in the Honolulu District/ Hawaii Department of Education, focuses on the integration of preservice and inservice education of teachers. Through this project, the College hopes to develop a proto-type teacher education center which may serve as a model for replication at other sites.

The major components of the project are: 1) Preservice, 2) Inservice, 3) Community. It is the unique integration of these components that makes this program an innovative one. Collaborative decision-making and involvement of a wide range of role groups contribute to its success.

The Preservice Component includes a team of nine interns who participate in a rigorous field-based program designed to provide them with extensive experiences in the school, classroom, and community. Supervision and leadership are provided by a Team Leader. University courses are conducted on-site at Jarrett School by professors who are encouraged to field-test new educational designs and redesign courses to meet specific needs/interests of the school.

The Inservice Component is administered by the Inservice Coordinator who, with assistance from resource consultants and a Voluntary Teacher Planning Group, develops a program relevant to the needs and direction of Jarrett School. Based on systematic, on-going needs assessment and collaborative planning, the program offers courses/workshops/activities to teachers, interns, educational assistants, community personnel, and administrators.

Community involvement in the school is facilitated by a Community Coordinator. A School-Community Council assists in: 1) conducting school

and community needs assessments, and 2) designing, developing, and implementing a program to meet the identified needs.

PART II. COMPREHENSIVE DESCRIPTION of The Honolulu District Inservice/Preservice Teacher Education Center

A. Introduction

In the continuous search and examination of ways to improve teacher education and curriculum/instruction for students, and in an effort to help youngsters attain positive growth and development in our changing society, the faculties of the College of Education and Jarrett Intermediate School decided that the Honolulu District Inservice/Preservice Teacher Education Center should be initiated. Hence, it was with eager anticipation that they prepared to undertake the serious planning and designing of the project in Fall 1975.

The development of the inservice/preservice teacher education program was the result of the cooperative efforts of the faculty and administration at Jarrett School, the Department of Education, the College of Education of the University of Hawaii, community leaders, and parents. Major planning for the project was done by teachers of the English and social studies departments of Jarrett School and faculty members of the Division of Field Services/ College of Education. The planning group spent months in dialogue, exploration, decision-making, and planning with the leadership, guidance, and support of the curriculum coordinator and administrative staff of Jarrett School and the proposed project coordinator of the University of Hawaii. Others involved in the planning were the school librarian, who also represented the teacher association, and two school counselors.

A Steering Committee, appointed by the State Department of Education and

and College of Education, met regularly to assist in the development of the project. Members of the steering committee were: 1) Principal of Jarrett School, 2) Vice-principal of Jarrett School, 3) Chairperson of the English Department, 4) Chairperson of the Social Studies Department, 5) Curriculum Coordinator, 6) Counselor, 7) Parent Representative, 8) Community Representative, 9) Administrator in Personnel Management/Certification/Development of the Department of Education, 10) Program Specialist for curriculum areas for the Honolulu District/Department of Education, 11) Associate Dean of the College of Education/University of Hawaii, 12) Proposed Project Coordinator from the Division of Field Services/College of Education. The Director of the Division of Field Services and the Chairperson of the Department of Curriculum and Instruction of the College of Education were also consulted throughout the planning process.

Thus, the proposed project was the result of cooperative efforts of all of the teachers in the English and Social Studies Departments, the Faculty Representative of the Teachers' Association, members of the Steering Committee, Director of the Division of Field Services, and Chairperson of the Department of Curriculum and Instruction.

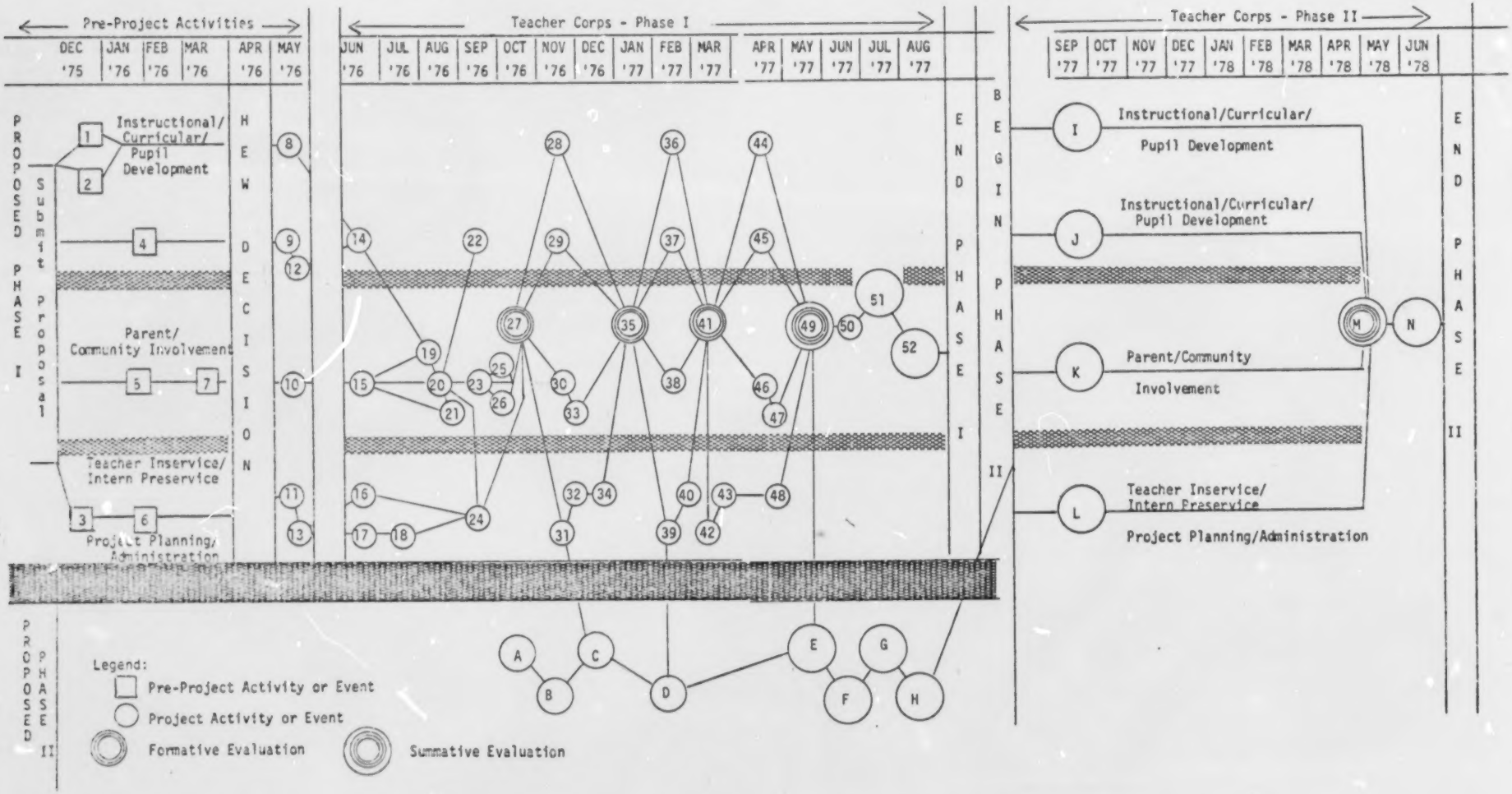
Planning and readiness activities took place between October 1975 and June 1976. The project was scheduled to begin in June 1976 and terminate in June 1978. (See Projected Calendar on page 4.)

PROJECTED CALENDAR: DECEMBER 1975 to JUNE 1978 (Corresponds with Chart on page 4.)

A. Pre-Project Activities: December 1975 to May 1976

1. Teachers in the school develop units of study
2. Teachers in the school look for curriculum materials
3. Steering Committee continues to formulate and refine plans for project
4. Teachers and project coordinator select diagnostic reading tests

Projected Calendar..December 1975 to June 1978



THE HONOLULU DISTRICT INSERVICE/PRESERVICE TEACHER EDUCATION CENTER PROJECT

6

Note: See corresponding numbers/letters on pages 3-8 for description of activity or event.

7

5. Principal/teachers articulate proposed project with PTSA and faculty/staff
6. Project coordinator develops model for programs for interns
7. Faculty/Staff/PTSA identify potential parent leaders and recommend them to the principal
8. Teachers continue to develop units of study and curriculum materials
9. Project coordinator and curriculum coordinator administer diagnostic reading tests to 7th, 8th, 9th graders and assess results
10. Project coordinator and curriculum coordinator organize parent leaders and work with parents to plan workshops
11. Advertise positions for interns, secretary, and project staff
12. Purchase materials, supplies, equipment
13. Interview and hire interns, secretary, and staff

B. Phase I: June 1, 1976 to August 31, 1977

14. Communicate results of reading assessments to teachers
15. Develop evaluation instruments for project evaluations
16. Meet with teachers/interns/staff: organization, planning, orientation
17. Inservice Activity: IOTA Workshop
18. Continue to organize, develop, refine various aspects of project
19. Get-acquainted activity for teachers, interns, staff
20. Inservice Activities: Course in teaching reading in the content areas (include individualizing instruction and diagnostic/prescriptive procedures)
21. Inservice Activity: Orientation, organization, planning for instruction
22. Implement individualized instruction/teaching of reading in the content areas; work with attitudes
23. Parent Club: Orientation and organization; workshop planning

24. Inservice Activity: Human relations/communication; multicultural
25. Workshop for parents
26. Inservice Activities/Preservice Activities
27. Formative Evaluation
28. Revise plans as necessary; continue with plans in individualization and teaching reading in the content areas; continue to work with attitudes and self-concepts
29. Invite community leaders and agencies to visit school
30. Continue activities of parent club
31. Continue to refine aspects of the project; (A and B) Plan Phase II
32. Inservice Activities/Preservice Activities
33. Parent-Teacher Conferences for reporting pupil progress
34. Inservice Activities/Preservice Activities
35. Formative Evaluation
36. Instructional: (See #23.)
37. Continue contacts with community
38. Continue activities of parent club
39. Continue to refine various aspects of the project
40. Inservice Activities/Preservice Activities
41. Formative Evaluation (Evaluation at this point to include program review by evaluation consultant)
42. Continue to refine various aspects of the project; Tentative recommendations for Phase II
43. Inservice Activities/Preservice Activities
44. Instructional: (See #23.)
45. Continue contacts with community
46. Continue activities of parent club

47. Second parent-teacher conferences for reporting pupil progress

48. Inservice Activities/Preservice Activities

49. Summative Evaluation of Project (Phase I)

50. Summary meetings with Steering Committee, faculty, interns, parents

    Compile a file of all curricular units, plans, activities

51. Write reports of interns' progress

    Prepare inventory of supplies, equipment, and materials

    Compile final reports of Phase I

    Note results, conclusions, implications, recommendations of evaluations

    Prepare report of project results

    Recommend revisions in school program according to project findings

    Plan for Phase II

C. Phase II: September 1, 1977 to June 1978

A. Begin planning for Phase II: Formulate goals and objectives

B. Complete proposal for Phase II of project

C. Submit proposal for Phase II

D. Continue development of plans for Phase II;

   Modify plans/strategies as necessary, based on Phase I evaluations

   Articulate plans with all groups involved

   Develop inservice program with increase in breadth/depth of participation and understandings/skills

   Expand programs for community and faculty/staff involvement with increase in breadth/depth of participation and understandings

   Expand inservice program to include increased activities and experiences directed at recently-arriving immigrants

   Consider an individualized English program, such as the Secondary English Program (SEP) which is scheduled to be installed in the public

intermediate school beginning Fall 1977.

Follow-through on students who need remedial reading help

E. Begin pre-Phase II organization and preparation: confirm inservice/preservice program plans; confirm parental/community and faculty/staff involvement programs

F. Begin inservice/preservice programs for Phase II

G. Administrative/organizational tasks and inservice activities (see #51)

H. Administrative/organizational tasks and inservice activities (see #52)

I. Develop/refine units of study and curricular/instructional program

J. Implement Phase II reading program and phase-in of individualized English program

K. Implement expanded parental/community involvement programs

L. Implement expanded inservice program

M. Summative evaluation of Phase II

N. Final summaries and reports of Phases I and II

Recommendations for future projects

B. Objectives and Goals

Goals for the project are:

1. To develop a model for preservice and inservice teacher education responsive to the needs of Jarrett Intermediate School and the College of Education.
2. To establish a school-community model directed at increasing community involvement in the school.
3. To establish a project organization based on collaborative decision-making among the many role groups.
4. To demonstrate/communicate with the Department of Education regarding

the potential for preservice, inservice, and community approaches.

It is hoped that, through the project, students of Jarrett School will be provided with increased opportunities to acquire basic reading skills, positive attitudes toward learning, and positive self-concepts.

Thus, additional goals for the project are:

1. Increased student understanding and interest in the content areas, particularly in social studies and English.
2. Improvement of basic and comprehension reading skills of students.
3. Effective communication and positive relationships among all students and adults involved in the school program.
4. Development of positive attitudes of students toward themselves, others, and the school.

Related Needs

The project is also directed at two related needs: 1) the need for teachers with competencies to work with students from low-income families and who have low achievement in the reading and language arts areas; 2) the need for a demonstration model of an effective delivery system for providing inservice education, which may be replicated in other public schools in the Hawaii school system.

Standardized achievement tests administered to pupils in the public schools of Hawaii continue to show low achievement in the reading and language arts areas, particularly in low-income communities. Inservice teachers have expressed the need for help to be more effective in working with these students. The State of Hawaii Department of Education is looking for ways to provide appropriate inservice activities to meet the expressed needs of teachers.

The College of Education of the University of Hawaii is prepared to provide assistance and service to the Department of Education in this effort. Because

of a decrease of enrollment in undergraduate teacher education programs, the College of Education is redirecting its faculty resources to inservice education and, therefore, is looking for ways in which it can more effectively service the needs of teachers and the Department of Education as well as improve its pre-service teacher education program.

Special Considerations Affecting The Project

This project has special significance for the State Department of Education and the College of Education regarding the delivery of inservice training by taking it from the University campus to the school site. It changes the emphasis of inservice training programs from lecture-type courses to field-based demonstration-type activities. Teaching/learning experiences will include varied modes, as well as many individuals with varying backgrounds and competencies. Experienced teachers will have the opportunity to structure their own inservice education program, with assessment and identification of needs being done at the school level.

The program for the interns will be twofold: (1) the interns will be helping the school solve its identified problem by bringing special competencies they may possess to bear; (2) the interns will be provided with programs which will be built around their own individual needs. Their internships will provide them with opportunities to develop teaching competencies. Programs, therefore, will be individualized in an effort to assure the interns of meaningful field-based experiences. Interns will also have opportunities to enroll in some courses on the college campus, as well as participate in courses at the school site along with experienced teachers. The result will be a true integration of field-based experience and research/theory considerations -- a synthesis of practice and theory -- geared specifically to the low-income community.

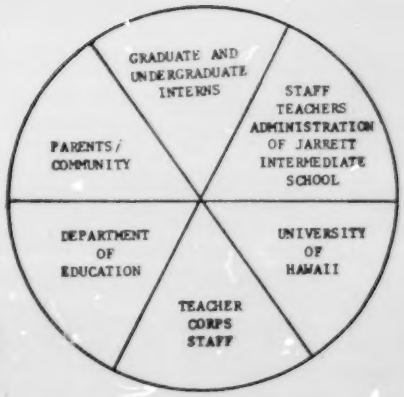
The development and implementation of this project has given the College of Education and the State Department of Education, both state educational agencies in Hawaii, another opportunity to work out cooperative relationships for more effective ways to deploy personnel, supplies, equipment, and facilities.

The project holds the prospect of becoming a model for inservice/preservice teacher education program aimed at: a) providing more effective educational programs for students in a school which services a low-income housing area; b) establishing cooperative working relationships between the school and the parents and community groups in the area; c) establishing a cooperative working relationship between the Department of Education and the College of Education in providing meaningful inservice and preservice teacher education programs; and d) providing an inservice/preservice teacher education model which can be replicated in other schools.

Further, the project will demonstrate: a) procedures for developing an inservice/preservice teacher education center; b) involvement and cooperative decision-making of the University and the school in determining content, procedures, and cost of an inservice/preservice teacher education center; c) development and improvement of teaching competencies of interns and experienced teachers; d) feasibility of use of interns to provide released time for experienced teachers to engage in inservice activities; and e) improvement of curriculum and development of instructional materials relevant to needs of students in the school.

C. Personnel

1. The teachers at Jarrett School. The project provides resources, the opportunity for personal development, and a means for experimentation and change.



2. The professors at the College of Education at the University of Hawaii. The project is an opportunity: a) to field-test new designs in education; b) for staff development activities for college faculty; c) for increasing interaction between the College of Education and the public school; and d) for redesigning courses to meet the needs and interests of teachers and parents.
3. The graduate and undergraduate interns who are students of the College of Education. Besides providing the opportunity to participate in an exciting, comprehensive, field-based approach to teacher education, the project also assures involvement and a voice in decision-making in the school.
4. The parents of students at Jarrett School and community personnel of Palolo. The project is an agent by which: 1) the school may be made an intimate part of community affairs, and 2) the community is provided the opportunity for a stronger voice in educational decision-making.
5. The project staff. The project director, inservice coordinator, program development specialist, community coordinator, exceptional child component coordinator, site coordinator, and team leader have the responsibility of the integration of the various components of the project. The staff facilitates the effort, goals, and rules of the project school.
6. The Department of Education and the University of Hawaii. The project provides the opportunity for two state educational agencies to work out cooperative relationships for more effective use of human and physical resources.
7. The students of Jarrett School. The project brings new hope for delivery of improved curriculum which does indeed focus on optimum development of

the individual and increased communication among all persons involved in the school.

8. Project Governance. A Steering Committee and School-Community Council govern the project. The project structure is based on collaborative decision-making among many role groups, including the staff, interns, parents/community representatives, teachers, administrators, Department of Education state and district officials, College of Education faculty, and professional association representatives. (See Appendix E for Steering Committee Members and Appendix F for School-Community Council Members.)

D. Budget

1. Broad category totals (approximate) for two years

a.	Personnel	$213,000.00
b.	Fringe Benefits	43,240.00
c.	Travel	21,960.00
d.	Equipment	29,480.00
e.	Supplies	20,000.00
f.	Other	222,420.00
		$550,000.00

2. Total cost of the program (approximate) for two years

$550,000.00

3. Source of funds

$510,000.00	DHEW-USOE Teacher Corps
8,000.00	Hawaii State Department of Education (DOE)
10,000.00	Hawaii State DOE (in kine)
22,000.00	University of Hawaii (in kine)

E. Contribution to Improvement of Teacher Education

Formative evaluations indicate positive results in most areas of the project. Some of the teachers involved in the project state definite and positive changes in themselves and the school as a result of the project. The interns express a definite advantage in their field-based teacher education program.

Although the project is still in its eighteenth month of existence, it is already making impact at the local and national levels.

Locally, the project staff have received numerous requests for demonstrations and presentations of various aspects of the project by schools and educational groups that are not involved in the project. These include:

a) Slide presentation/overview of the project to school faculties and educational organizations.

b) Demonstrations of a model of instructional supervision to cooperating teachers and college coordinators

c) Orientation of the Instrument for the Observation of Teaching Activities (IOTA) to cooperating teachers

d) Presentation of inservice needs assessment model to cooperating teachers, school principals, and the Professional Standards and Inservice Improvement Committee of the Hawaii State Teachers Association.

e) Presentation on Creativity in Teaching to cooperating teachers, school faculties, and school administrators.

f) Workshop and technical assistance on needs assessment and school curricular improvement to a secondary school faculty on a neighbor island.

g) Displays at two exhibits: 1) State convention of the Hawaii Congress of Parents and Teachers, and 2) Educational Fair sponsored by the Hawaii Organization for Teacher Associations.

The project has also had impact at the national level. The project staff was requested to conduct two skills sessions on Orientation to the Instrument for the Observation of Teaching Activities (IOTA) at the 1977 National Teacher Corps Conference. In addition, the project director was invited to be a panel member on "Delivery of Inservice Program" in a small group session at the 1977

National Teacher Corps Conference in Washington, D.C. Inquiries of aspects of this project have been received from individuals and projects in Oregon, Washington, Idaho, Alaska, Illinois, Texas, Indiana, New York, California, and Guam.

Unique successes and innovative features of the project are as follows:

A. Preservice Program

1. Field-based Teacher Education Program. The field-based program itself is an innovation. Interns have the opportunity for meaningful participation and involvement in the school and the community through a unique integrated program.
2. Language Experience Class for Non-English Speaking Students. The class is held daily and staffed solely by the Team Leader and interns, with guidance and direction from the College of Education reading course professor.
3. Student Interest Activities Program. The interns and Team Leader organized a student interest activities program. The program consisting of ten periods and featuring approximately 32 different activities was conducted by teachers, interns, City and County Department of Parks and Recreation personnel, parents and community persons, and other volunteers. Each student at Jarrett is engaged in an interest activity of his/her choice in the program.

B. Inservice Program

1. Voluntary Teacher Planning Group (VTPG). The VTPG is composed of eight teachers, representing different subject areas, who assist the Inservice Coordinator in developing the inservice program. The group: a) explores ideas for inservice, b) conducts needs assessments, c) reviews resource persons and prospective workshops or courses, and d) addresses problems.

2. Implementation of the Instrument for the Observation of Teaching Activities (IOTA) Program. Skills gained in the IOTA Workshop are being applied in the classroom with the assistance of the Inservice Coordinator and a College of Education professor.
3. Teacher Input in Workshop Content. Teachers are provided the opportunity to request topics that a facilitator could focus on in the early stages of planning the workshop.
4. Pre-activities Relative to Inservice Activities. The practice of invitint a resource person to demonstrate a prospective inservice activity has made it possible for Jarrett teachers to determine their need or interest in the activity.
5. Individualized Inservice Program. Teachers are given the opportunity to design individual inservice programs.
6. Variable and Cumulative Credit Hours. Variable and cumulative credit hours may be earned by Jarrett teachers for participation in inservice.

C. Exceptional Child Component

1. Resources/Workshops on Mainstreaming. On-site resources are provided.
2. Cadre of Trainers in Mainstreaming. Jarrett teachers were considered for a cadre of teacher trainers in the Department of Education.

D. Community-Based Component

1. School-Community Council. The School-Community Council has been an active and productive group. Various role groups are represented. The Council addresses needs and interests of parents and community persons.
2. Community Needs Assessment. Needs assessments have been conducted.
3. Educational Program for Parents/Community Personnel. A four-session workshop on tutorial and a Family Fair on reading, school absenteeism, and parenting have been conducted. Also, a series of six sessions on

"How to Help Your Child in Reading" and four sessions on "Parenting" were held for parents in June/July 1977. Such programs have not been offered to Jarrett parents in the past, nor to parents in most intermediate schools in Honolulu.

F. Evaluation

Various methods are utilized to evaluate the project and its phases/activities. A master plan for evaluation has been designed by the Program Development Specialist, with the assistance of the staff and an evaluation consultant. The project has also been reviewed separately and independently by the evaluation consultant and by a DHEW-USOE Teacher Corps Program Specialist.

The following results and conclusions were compiled at the end of the first ten months of the project (See also Appendices A, B, C, and D.).

A. Community Component (See Appendix B for details.)

1. The responses of parent/community volunteers to a survey were very favorable on all items concerning various areas of the component.
2. Volunteers felt that the best thing about being involved in the school was achieving a better understanding of students and getting to know the teachers/school better.
3. The chief concern appeared to be getting more parents involved.

B. Preservice Component (See Appendix C for details.)

1. Interns felt that: a) the internship program should be recommended to other students in teacher education; b) communication/interaction/understanding of students improved since participating in the project; c) their involvement with parents has assisted them in better understanding of the students at Jarrett School.
2. Interns also agreed on the following areas: a) the courses/workshops/activities have met their personal educational needs and enhanced their

professional development; b) personal relationships and communication among one another and with staff/teachers have been generally successful; c) they gained in competence in identifying student learning problems.

C. Inservice Component (See Appendix A and Appendix D for details.)

1. Overall, 94% of the teachers participating in the inservice program were satisfied with what the program had accomplished to date.
2. Teachers noted that the success of the inservice program depended, to a large extent, upon the active participation of the faculty with the support of the administration. Accordingly, proper incentives for teacher participation becomes an important area of consideration.

The following recommendations are offered to others who may be planning a similar program.

1. Prospective program participants should be involved in the evolvement and planning of the project.
2. The involvement of a wide range of role groups and as many individuals in the role groups as possible is desirable.
3. Development of leadership among participants and utilization of leaders from the role groups are highly recommended.
4. It is important to attend to all concerns expressed by participants.
5. Plans for management and communication are essential; they facilitate information and operation.

APPENDICES

FOR APPENDICES A, B, C, AND D SEE THIRD QUARTERLY REPORT, 1976-1977

PROJECT STEERING COMMITTEE MEMBERS

1.	Ames, John	Graduate Intern
2.	Anderson, Lesley	Volunteer Undergraduate Intern
3.	Ching, Doris	Project Director
4.	Chun, Michael	Principal
5.	Dobies, Dennis	Exceptional Child Component Coordinator
6.	Fujita, Miriam	Librarian
7.	Fujita, Shirley	Director, Division of Field Services
8.	Harms, Joan	Program Development Specialist
9.	In, Andrew	Associate Dean, College of Education
10.	Kobayashi, Victor	Member, School-Community Council
11.	Lee, Gregg	Community Coordinator
12.	Maehara, Oei	Curriculum Specialist, DOE/Honolulu District
13.	Minami, Hiroshi	Director, Health and Community Services Council of Hawaii
14.	Nohara, James	Administrator, DOE Personnel Management/ Certification/Development Branch
15.	Takata, Patricia	Chairman, Language Arts Department
16.	Tando, Evelyn	Inservice Coordinator
17.	Watabayashi, Gary	Team Leader
18.	Zane, Irene	Chairman, Committee on Professional Standards and Improvement of Instruction/Hawaii State Teachers Association

SCHOOL-COMMUNITY COUNCIL MEMBERS

1.	Choy, Kanani	Graduate Intern
2.	Cruz, Desiree	Student Body President, Jarrett School
3.	Fernandez, Rosa	Educational Assistant
4.	Hanawahine, Marvelee	Parent
5.	Kaleohano, Pat	Parent
6.	Kobayashi, Victor	Parent
7.	Lee, Betty	Teacher
8.	Lee, Gregg	Community Coordinator
9.	Nakamura, Rose	Parent
10.	Ohelo, Jean	Parent
11.	Shores, Charles	Vice-Principal
12.	Takeshita, Carl	Outreach Counselor